Numbering Continued from first AEL Q&A document.

Q95.   In the grant we are to "Identify the services to be provided" under General Information A. If we indicate Adult education and literacy services ONLY - Does that mean that if and ESL student comes to our class- we CAN NOT help them, or we CAN NOT give any student the CASAS test OR does it mean we can provide ESL service to the one or two students we have?

Please explain what it means if I don't include ESL.

In the past we have only had one or two ELL students each year.

A.   If you plan to serve ESL students, indicate so. If you do not expect to serve ESL students, do not identify ESL as a service you plan to provide. If an ESL student comes to your program and you did not list it is a service you planned to provide, you can still serve them. By serving them you would be required to provide the services required by the grant and directors' guide; i.e. CASAS testing, etc.

Q96.   In section 3.3.3 B Program Operations (Core Indicators) are there any page limits on how much we can write?

A.   This is answered in the first Q&A - there are no length limitations; use your best judgment.

Q97.   Do you want us to explain Core Indicator 1 for each level or be more general about how we will address this topic?

A.   This is explained in the grant document at the top of page 20, section 3.3.B.1 – "When addressing each item below (referring to items i through ix on page 20), the applicant may speak to all levels in a general way when appropriate. When the applicant's approach differs for serving students in a specific NRS level, that differing approach must be explained."

Q98.   I am trying to restructure my program and part of that process will be to make a part-time secretary full-time. This person is working 16 hrs on the EL Civics grant and would work 21 hours on the AEL grant. This person would receive benefits because they are considered full-time at 37 hours. My question is if I make this person full-time and this person receives benefits, would I have to amend the EL Civics grant to reflect the benefits in CAT I & II? AND If so, do I need to submit that with the grant?

A.   You would not need to amend your EL Civics grant. Depending on the effective date of the restructure, you would either need to request a line item transfer to your budget or you would make the change when you send in your EL Civics budget for next year.

Q99. If I am restructuring my program, do I need to explain that in the grant? If so, should I capture it in the budget narrative and/or the program operations section? I am doing this and wanted to make sure it was appropriate.

A. Only explain the "restructuring" if it is occurring during next program year both in program operations and in the budget narrative. If the restructuring is effective July 1, explain in program operations what your program operations will look like starting July 1 and explain in the budget narrative how you plan to use your funds beginning July 1.

Q100. The program would like to acquire new laptops/computers in the coming grant cycle. These would also be used for the new GED test. Is this allowable? I am being told by some that we were explicitly told **not** to request money for laptops/computers related to GED 14.

Could someone clarify or at least repeat what has already been said on this topic?

A. Applicants should not budget for computers to be used for the new GED test. Because we don't know the specific test requirements, programs should not include new technology expenses to meet an unknown need.

Q101. In the district I work for, I am writing the budget for the next fiscal year. The district's budget requires me to include the benefits for the full-time position I am writing into my AEL grant because on the district's budget I have to capture every cost for every program that is under AEL. The full-time position is currently a part-time position and there are no benefits because of that. As a full-time position, I would have to cover the benefits in the grant, but as the EL Civics is written now, it doesn't include benefits because the position was part-time.

Now, accounting is telling me that if the position turns into a full-time position and the full-time person will be working on both grants that benefits will need to be reflected also in the EL Civics grant.

You already told me that I can address the EL Civics grant changes next year during my renewal.

Now, my question is: If I determine the percent of time the full-time person will spend in each category for each grant, should I write those figures into the budget for next year even though I haven't written the renewal for EL Civics? And just let the accounting office know that I will be making changes to the EL Civics grant that will reflect a line item for benefits.

A. When preparing the AEL budget, include the costs associated with your AEL grant starting July 1 that you want DESE to reimburse. For the EL Civics grant, if line item budgets need to be adjusted, do that when you submit your EL Civics budget for next year.

When you give a budget to your district regarding these grants and what you put in it is between you and your district.

Q102.   When will amendments be posted for the grant?

A.   We plan to have the amendments posted to the website by March 8.

Q103.   The formatting on the grant signature page is off. The boxes don't follow the margins and the fax # number box is too small for content to be typed within it.

Can we get a corrected version either to print off or an Adobe Acrobat one that allows us to print within it?

A.   The document including the signature page is published in PDF form. It is not a "fillable" form. As mentioned in the Q&A published February 7 on our website, applicants are to print this page and fill it in by hand.

The signature page will be redone to increase the spacing where needed. We hope to have this update on our website by the end of the week (March 8, 2013).

Q104.   I have a question regarding the organizational chart that must accompany the grant application (3.3.1.D. on page 18). It states that the applicant must submit an organizational chart for the proposed AEL program with the application.

Should this organizational chart include the Board of Education and the Superintendent of the school district, or is this asking for an organizational chart for the AEL program only. How much of our sponsoring school district should be included?

A.   The organizational chart should be for the AEL program only.

Q105.   The Northwest Region AEL Directors met yesterday and we have a few questions. We have five new directors who are writing for the AEL grant and they have many questions that others of us didn't want to speculate on the answers.

Since there will be an amendment; do we send in four copies of both the first draft and the new amended front page?

A.   The amendment will include the original document. Both signature pages need to be signed and submitted – original plus 3 copies.

Q106.   If you have a financial officer do they need to have a resume? We thought it would be only if they are paid out of AEL Funds.

A.   Not sure I understand the question - We only asked for a resume of the director of the AEL program.

Q107.   Are we to use the term Common Core Standards terminology?

A.   We do not specifically ask for this. If using this terminology seems appropriate in writing the proposal for your program, then you may use it.

Q108.   On 2.2.6, should A-G be addressed individually or separately?

A.   We do not ask that you respond specifically to 2.2.6.

Q109. Regarding the 2.2.6. I had someone taking notes, it is actually a question about Core Indicators on page 20. Are we to address 1-9 individually or do we answer it broadly? The reason for the question is that some people feel as if they are restating the same thing over and over for certain items.

A.   Regarding the question on Core Indicator 1 – As per the instructions at the top of page 20, yes you are to address each item i through ix (meaning individually). When addressing each of the i through ix items, you do not need to speak to each NRS level unless something you are doing for a specific NRS level is distinct and different for one of the i through ix items – then you must describe it.

         Please look at the amendment on our website. There are new instructions to writing Core Indicator 1 which doesn't speak specifically to your question, but may be helpful.

Q110. How does a program address the fact that we have an EL Civics grant that figures in to the cost per student?

A.   When speaking to the cost per student in the grant, it is not necessary to make any distinguishing remarks regarding the EL Civics grant being included. The fact that the EL Civics students and expenses are included in the cost per marginally affects the program's cost per.

Q111.   Are teachers who are considered lead teachers who mentor other teachers would be cat I or cat II? The consensus of the group today is that they are only cat I

A.   Mentoring would be an instructional cost.

Q112. When is the last date for amendments?

A.   We do not anticipate any other amendments as of March 20, 2013.

Q113.   Tom just sent out a notice that there has been an amendment to the grant. Any possibility that we could be provided with specific information on what section has been modified? I cannot find an explanation on the DESE website. I would rather not have to compare the two documents paragraph by paragraph. It is apparent from Becky's e-mail below that we think the problem is the signature page but as near as I can tell no one knows.

A.   Page ii of the amendment identifies the specific revisions.

   3.3.3 B. 1. **Core Indicator 1: Literacy Skills**

   Wording added: *When responding to i through ix below, the applicant must refer to each of the services (ABE, ASE, and ELL) where applicable. If services to ABE/ASE or if services to ELL are less than 10% of your student population, the applicant is only required to respond to items ii and iii for the population that is less than 10%.*

   3.3.4 A.

   Wording added: *Of this number indicate the planned number to be served in category A – Adult education and literacy services; category B – Family literacy services; and/or category C – English literacy program (English Language Learner services).*

   All Changes indicated in *italics* in the IFB Document.

Q114.   I am currently the Vocational Director and AEL Director for Hannibal School. All of my salary and benefits are paid by local dollars. I would still like to show in the AEL budget the amount of local support that my district provides for AEL. Since I am not required to do a daily time card how should I calculate the local amount? Should I estimate based upon my best judgment the percentage of time I spend on AEL, and then use that percentage?

A.   Estimating is fine in this situation.

Q115.   In the budget section, I am trying to figure out how to list all my teachers. As of this year, my teachers are all salaried. However, their salaries are based on an hourly rate and the hours they work, it is just that amount taken and divided by 12 so their checks are the same each month. It is easier for me to account for them in the budget by presenting their hourly rates of pay and the number of hours they work as opposed to trying to list every single teacher with their salary and the rationale behind their salary. Is it okay to account for them in the budget under hourly personnel instead of salaried?

A.   That is fine. The point is to "justify" how they came up with the dollar amount they did for the line item of, in this case, "salaries".

Q116.   On page 49 - Attachment D, where is asks for the PROGRAM NAME:; CONTACT NAME:; PHONE NUMBER: Do they want the person's name that signs the authorized signature page AND the AEL director's name? If they want just one, which one?

A.   For Contact Name the person listed should be the person we would contact regarding specifics of the grant; that would be the AEL Director.

Q117.   I keep time sheets that reflect time spent in Admin vs. Instruction. Question: Should those be broken down even further into EL/Civics (Admin vs. Instruction) and ABE/ASE (Admin vs. Instruction)? Or are they both classified as AEL so the Admin vs. Instruction in general is sufficient?

A.   Yes, time should be broken down between EL Civics (Admin vs Instruction) vs ABE/ASE (Admin vs Instruction). On page 40 of the Grant Document, it provides guidance on reporting Time and Effort – "Any staff member that works on more than one program (AEL, El Civics, Community Education, etc.) must track time related to each program."

Q118.   Am I understanding right when you say that we need copies of BOTH signature pages to the grant sent to you?

Does this include the amendments page as well?

A.   Yes, BOTH signature pages (amendment and original grant) must be signed and sent.

Q119.   The grant amendment for 3.3.3 B.1. doesn't make sense to me. It states: *the applicant is only required to respond to items ii and iii for the population that is less than 10%.* It would seem to me that the wording should say "more than 10%" rather than "less than 10%." I've had two of our former directors read this as well, and we are all reading it the same way.

Are we confused?

A.   To answer this question I will provide an example to help clarify. Example: You are projecting that your program will have a total student population of 100. 93 students are ABE/ASE students; 7 are ELL students. Therefore, 93% of your student population is ABE/ASE; 7% of your student population is ELL. When responding to 3.3.3 B.1. Core Indicator 1, write to each item - i through ix for your ABE/ASE services since that population is more than 10%. Since your ELL population is only 7 students and, therefore, less than 10%, only respond to items ii and iii (not all 9 items).

In other words, we are telling you that you only have to write to items ii and iii of the 9 items if you offer services to a population that is less than 10% of your overall student population. Write to all 9 items (i thru ix) for any population that is more than 10%.

Q120. When using the term GED in the grant application, is it necessary to indicate that it is a trademark? If so, what is the proper way to do that?

A. Since this is a document that will not be posted for public viewing, it is not necessary that the trademark is included. (We didn't put it in the bid, so if GEDTS was going to find a way to make a stink about it, we'd be in trouble first.)

Q121. Amendment #001. It refers to ABE, ASE, and ELL. I understand ABE and ESL, but I'm not sure what is meant by ELL. Can you define this for me?

A. ELL is an acronym that is synonymous with ESL. ELL stands for English Language Learner. It is used interchangeably with ESL in Adult Education.

Q122. On 3.3.3 B 1. Core Indicator I Literacy Skills…..I have a question regarding the amendment: (ii and iii)

Our ELL population is less than 10%. Can I address ii and iii for the total population and include ELL information within that because a lot of the information would be repetitive if I need to separate out ELL. My plan was to address all populations ABE/ASE/ELL for i through ix……and then also include within the parameters of those items our proposed plans for the ELL population as well. Is it ok to approach Core Indicator 1 in this fashion?

In other words, can we address our total population and additional information on ELL within each item (i-ix) instead of separating ELL out for ii and iii? Wouldn't we still be meeting the state requirement in the amendment?

A. This is acceptable

Q123. Is it allowable to write for (2) grants separately if they are for different services?

A. Yes

Q124. Is it allowable to write solely for ESL services?

A. Yes

Q125. Are costs for translators/interpreters allowable costs? I believe we were told they are.

A. Yes

Q126. Can ABE services be offered to ESL students exclusively as an additional service, i.e. not offered as a community-wide service, but as an addendum to ESL services?

A. Assuming that you want to know whether or not you should indicate in your grant response that you plan to serve ABE in addition to ESL even though the only time you plan to provide ABE services is when you are transitioning an ESL student to ABE services -- You are not wanting to open your doors to individuals starting out as an ABE/ASE student. If that is the question, yes, you can offer ABE services exclusively to ESL students. However, you would indicate in the grant that you are serving both ABE and ESL students and you would write to Core Indicator 1 appropriately. You would also need to let us know in the grant the number of students you plan to serve as an ABE student in addition to the ESL student. If you are asking something different, let us know.

Q127. In the last grant cycle, what was the 'lowest progression rate' that was funded?

A. 21.5% is the lowest progression rate that was funded.

Q128. Are there any additional amendments expected

A. None are expected as of March 20, 2013.

Q129. Our Career and Technical Center has been the host site (free of charge for about 6 yrs) for our current GED classes provided through Green Hills Community Action Agency, Trenton, MO (prior to them- thru North Central Missouri College).Last week we were made aware that they would not be reapplying for the AEL program but would be applying for the Family Literacy Program.

Though I know it is rare for a single site application to be accepted we would like to submit an application.

We would like to know if the current GED instructor and her substitute could continue through us or would we be required to open up an application process?

A. Should your program be awarded a contract through DESE, and assuming you do not currently have the GED instructor and substitute as employees of the Linn County Area Career and Technical Center, you would need to follow your local hiring procedures to employ these staff members.

Q130. Currently we have some GED books, testing materials etc that if I read the proposal outline correctly, these remain the property of DESE. If so, could we request that we maintain those materials in our application?

A. If you submit an application, your budget may be created as if you were maintaining those materials. Therefore, the answer is yes; however, if your application is not funded, you would not be able to keep those materials.

Q131. Once I complete the narrative section of the grant (with page numbers and Maryville R-II AEL on each page).....do I need to continue the numbering process with the Attachments as well or can I put a cover Attachment page with just Maryville R-II and do a cover page for each attachment....and then not number the attachments themselves. I could number each Attachment Cover page as well if needed, but my Organizational Chart, for example is on Publisher and can't get a number to go on that.....and the budget template on excel makes it difficult to continue the numbering process.

    So, I guess my question is, do I need to continue the numbering process for the Attachments (all attachments would, of course, still list Maryville R-II

A. Continued numbering from the main application to the attachments is not a requirement.

Q132. According to the directions, we are to create a document with the format outlined in Attachment D. We have done that, but Ryan attended a budget meeting last week, and he expressed concern that our grant didn't look like the others. I wonder if the other programs are typing in the grant template provided two years ago. Are we expected to use that template, or are we free to create our own document following the stated format in Attachment D? I don't know what he saw, so it's hard for me to guess what to do. We sure don't want the grant thrown out because of the design.

A. There is no "grant template". You are to create a document following the outline in Attachment D. There is a budget template to use in creating your budget. This is referred to in Attachment D.

Q133. Question: We are to have both the original Grant signature page and the Amended grant signature page signed and submitted with all four copies. Is that correct??

A.   5.d. Applicants delivering grant application to DESE must sign and return the grant application cover page or, if applicable, the cover page of the last amendment thereto in order to constitute acceptance by the applicant of all grant application terms and conditions. Failure to do so may result in rejection of the grant application unless the applicant's full compliance with those documents is indicated elsewhere within the applicant's response.

       This means that the most recent amendment is all that is required to be signed when turned in. If you have already submitted your application and it did not include a signed signature page from the amendment, you still have until 4 p.m., March 29, to submit it (original and 3 copies); you do not need to resubmit the entire package.